

IMPROVING STUDENTS' WRITING NARRATIVE TEXT THROUGH SPIN A STORY WRITING PROMPT

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Abstrac

This research entitled "Improving Students' Writing Narrative Text Through Spin A Story Writing Prompt" was purpose to investigate how the use of Spin A Story Writing Prompt could improve students' writing in narrative text to the eighth grade students of SMP Islamiyah Pontianak in academic year 2018/2019. The method used is classroom action research. The subjects of this research were the eighth grade students in class VIII A. The result showed that students' problems in writing narrative text such as writing narrative text based on the generic structure, writing narrative text based on the correct language features in writing narrative text and students' attention to follow the lesson had been solved by using Spin A Story Writing Prompt as the teaching media. In collecting the data, the writer used observation checklist table, field note, and writing test. The research approach used in this research was cooperative learning. Based on the results, it can be concluded that: the Spin A Story Writing Prompt could be used as a media to improve students' writing on narrative text such as generic structure, language features in writing narrative text and students' attention to follow the lesson.

Keywords : Improving, Narrative Text, Spin A Story Writing Prompt

INTRODUCTION

Writing is language mastery where people can share the ideas. In writing, people should construct the idea perfectly to make it so understandable the other people can catch the meaning or the purpose of message in writing. Hyland (2004) explains that writing is a way to share personal meaning. The people construct their own views on topic.

At SMP Islamiyah Pontianak, the students have difficulties expressing the ideas and also did not understand a certain instruction of text example the generic structure and language features of the text. To help the students improve their writing narrative text, it is necessary to find ways to help them overcome their problems. Spin a story

writing prompt is one of the media that is regarded as the best choice which the writer recommended for a better progress of writing. Spin a Story Writing Prompt is pie chart that has some clues. Chang (2000) stated that the SSWP has three wheels, there are who explain about the character, what explain about the plot and where explain about setting. In addition, Mahendra and Rosa (2014) said that the students were able to create the ideas on their writing based on the keywords exist within SSWP. In this media, the students note down the keywords, and work together with their friend to create their ideas.

The current study adressess four issues:

1. How can the use of the spin a story writing prompt improve students' writing skills of narrative text at the eighth grade students in class VIIIA of SMP Islamiyah Pontianak in academic year 2018/2019?
2. How can the spin a story writing prompt improve students' acquisition on the generic structure of the narrative text before writing?
3. How can the spin a story writing prompt improve students' acquisition on the language features of narrative text before writing?
4. How can the SSWP improve the students' ability in writing a narrative text following the generic structure as well as the language features (tenses)?

Writing Narrative Text

Narrative text is one of genre which is to be taught in eighth grade students. Clause (2013) stated that narrative text is a kind of story either fiction or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction, it should tell about an even or audience would find engaging. In addition, Joyce and Feez (2000) stated that narrative writing divided into two kinds, there are non-fiction is a kind of narrative writing that tells the true story and fiction is a kind of narrative that tells the untrue story. Moreover, Gerot and Wignell (1994) say that the social function of narrative text is to amuse, entertain and deal with actual or various experience in different ways.

Narrative text has generic structure, there are orientation, complication, resolution and code. Generic structure of narrative text has been proposed by Anderson and Anderson (1998, p.4) who argue that a narrative text includes, first orientation contains of introduces the character. Second, complication where a

crisis arises and something happen unexpectedly. Third, resolution when the crisis is resolved in which characters finally sort out complication. And last is code. Code which is closing to the narrative. According to Anderson (1998, p.8) the language features of narrative text are nouns, adjective, verb, and time word. First, nouns explains about the specific characters and places in the story. Second, adjective that provide description of the characters and setting. Third, verb that show the action that occur in the story. Last, time words that connect events to tell when they occur, the use of simple past tense and simple continuous tense.

Mostly some of use know that the type of narrative text is about fairy tales. In fact, there are several types of narrative text. Annandale (1990) said that types of narrative text are adventure, horror story, romance, fairy tales and epic.

Spin A Story Writing Prompt

Spin a Story Writing Prompt is pie chart that has some clues. Chang (2000) stated that the spin a story writing prompt has three wheels provide the three major elements every good story needs:

- a. Who (character): person, animal, or animated object, such as a robot.
- b. What (plot): the main event that happens in the story.
- c. Where (setting): place and time in which story occurs.

It can be used at any grade level and can be adapted for social studies and science text. In brief, story wheel is a circle divided into 6-8 pie segments which consists of story elements and can be used in reading and writing activity. SSWP offers some advantages in writing class. Mahendra and Rosa (2014) state that there are some advantages in teaching narrative text to junior high school students by using the spin a story

writing prompt. The first advantage is that the spin a story writing prompt provides the students with writing topics and also steps in writing a story. The students will not confuse anymore about what they are going to write since the media serves them with many ideas to write down on the paper. The second advantage is that this media can inspire the junior high school students which are still reluctant in learning writing. The third advantages is that this media will create a satisfactory outcomes because the students are asked to follow the steps in the chart adding detail of each story elements in every column and later put them in paragraph where the story elements belongs. The last advantage is this media can generate a writing assignment for the whole class.

The procedures of SSWP as follows:

- a. Observing stage, teacher asked students to observe the elements of story in the wheel.
- b. Questioning stage, teacher asked students to spin the wheel. Then, asked students about the keyword in the wheel to make students knew about the keywords before writing narrative text.
- c. Associating stage, teacher taught them about the generic structure and language features.
- d. Experimenting stage, teacher divided students into jigsaw group and expert group. Teacher asked expert group to arrange the words into sentences and spin the wheel and teacher asked jigsaw group to arrange sentences into narrative text.
- e. Networking stage, the teacher asked the groups to submit their assignment.

METHOD

In this research the writer used classroom action research whose

purpose of this research was to investigate how the use of SSWP could improve students' writing narrative text. According to Ur (1996) classroom action research is carried out by teachers on phenomena in their own classroom. It is meant primarily to improve teacher-writer's own teaching process and is done based on cycle of investigation, action and re-investigation by two or more collaborating teachers. In addition, Mckay (2006) says that action research has three major characteristic, there are carried out by practitioners, collaborative, and it is aimed at changing things. It means that action research can be done by a teacher in a classroom with the help of other teachers to discuss how to improve the classroom activities so that students achievement will be better. Meanwhile, Elliot (1991) states that anticipating the action research will become highly recommended as a strategy for helping teachers to maximize pupils' achievement of national curriculum target. So, it can be one of educational design that is applied directly to the class to improve students' achievement as the subject of research.

Classroom action research typically involves four steps in a cycle. Burns (2010) states that there were some steps in this research, namely planning, action, observation, and reflection. Planning is beginning process of the research to conduct action about the problem of the research, action is implementation of planning, observing is observed all activities during the research, and reflection is analyzed the result based on the data that have been collected to determine the next action in the next cycle.

Participants

The participants of the research were the students of SMP Islamiyah Pontianak who were in grade VIII. This class was chosen as the participants

because based on the previous observation, the students in the class experienced some problems in learning English. One of the problems was deal with writing narrative text.

Instrument

The research instruments employed to collect the data for this research were observation, written test and documentation. The data was collected by observing the teaching learning process in the classroom used observation checklist while the actions were implemented. The writer used

Written test to measure students' achievement. SSWP used to know about the students' achievement in writing narrative text and the writer recorded the teaching learning process using camera while doing the observation.

Procedure

In conducting this study, the writer analyzed the data into qualitative data and quantitative data. For the qualitative data, the writer The writer analyzed the data by using qualitative explanation. Best and Kahn (2006) states that there are some steps of analyzing qualitative data. First, organizing the data, In this stage, the writer collected and organized the data in form of observation checklist and field note. The writer stored and grouped the data from the important point. The purpose was to know conditions of the students, the teacher, setting and time for teaching and learning process. Second, description, the data consisted of the teacher and students' activities during treatment, the setting and condition of teaching learning process and the behavior of individuals being studied. And last, interpretation, In this stage the writer concluded the data which was collected from previous stage of study. The interpretation were taken by using observation checklist and field note. The writer gave the color for interpretation.

The writer analyzed the quantitative data from writing test. The writer counted the students' mean score to measure the result of students after classroom teaching and learning process. In assessing the students' written story, the writer used scoring rubric adapted from Weigle.

The qualification of students' mean score was classified by using the criteria adapted from Heaton (1988).

RESULT AND DISCUSSION

Result

The writer applied classroom action research in order to solve the students' problems and to improve students' writing on narrative text at eighth grade students in class VIII of SMP Islmiyah Pontianak. As stated on chapter one, the students had difficulties in writing narrative text. Some of the problems were students' writing sentences based on generic structure, students' writing sentences based on language features and students' attention to follow the lesson. The writer did this study two cycles. The material used for this research was narrative text, which was applied with SSWP as the media to teach writing and help students' problem on writing narrative text.

The Improvement of Students' Writing on Narrative Text through SSWP

Based on the observation and analysis of students' score, it was found that students' writing on narrative text had improved by using SSWP as the media to teach writing. SSWP solved students' problems namely students' writing sentences based on the generic structure of narrative text through story map. SSWP also improved students' writing sentences based on language features of narrative text through jumbled letters. The explanation below are the findings during teaching and learning writing process using SSWP which is based on the specific problems:

Improving Students' acquisition on generic structure through SM

Students' writing sentences based on generic structure of narrative text improved by applying story map technique. SM helped students to identify the generic structure of narrative text.

For every meeting and cycle, the teacher always showed and introduced SSWP as the teaching media for learning writing in the presenting information stage. In the first cycle and second cycle, the writer and the teacher agreed to use SSWP as teaching media in story map. In the SM, teacher presented the table consist of title, setting, orientation, complication and

resolution. Teacher gave the explanation to analyze the generic structure. Teacher spin the wheel, and put the sentences in spin wheel to SM. Then teacher divided students in a group to analyze the generic structure of narrative text. Based on the observation checklist, those activities attracted their attention and motivation to learn more about writing narrative text, and the students' writing sentences based on the generic structure of narrative text result also got progression from cycle to cycle. The students' writing sentences based on generic structure percentage from first cycle into second cycle was showed below as follow:

Tabel 1. The Percentage of Acquisition on Generic Structure

Cycle 1	Cycle 2
78.16 %	86.68 %

Based on the percentage above, it can be concluded that the categorized of

first cycle was average to good and second cycle was good to excellent.

Improving Students' Acquisition on Language Features through JL

Students' writing sentences based on language features of narrative text improved by applying some activities related to the material about language features, the writer and the teacher agreed to use SSWP in some activities as the teaching media. Some of those activities were word of the day and jumbled letters which divided into two cycles for the application.

In the first cycle, the writer applied word of the day. In this activity, the writer gave the color every words that contains the language features of narrative text. Based on the observation checklist and field note that were collected and filled by the writer, there were some weaknesses that could be observed by the writer. The teaching and learning process in the first cycle was still disorganized. Some students got difficulties in identifying language

features (verb, capitalization and spelling) because the teacher only gave some examples and did not ask students about students difficulties in identifying the language features especially in spelling. So the writer and the teacher planned to use drill technique to give more practice to write the spelling of words for students. In spin a story writing prompt the word clues were random letter.

Fortunately, the result of students' writing sentences based on language features in the first cycle did not show good result, to overcome the problem, the writer and the teacher decided to apply new activity in the second cycle. In the second cycle, the teacher applied SSWP with JL activity. In this activity, the students were required to work in a group to jumble the letters and used those letter to make sentences. Based on

the interview, students said that JL helped them to identify the language features of narrative text because the teacher facilitated the students in identifying language features. Students'

got improvement from first cycle to second cycle.

The students' writing sentences based on language features percentage from first cycle into second cycle was showed below as follow:

Tabel 2. The Percentage of Acquisition on Language Features

Cycle 1	Cycle 2
64.28 %	100 %

From the percentage above, it can be concluded that first cycle the categorized was average and the second cycle was good to excellent.

In order to show the improvement for all cycle being conducted, the writer provided a chart to show the

improvement of students' problem in writing skill of narrative text namely arranging the words with correct words spelling, writing sentences, analyzing the generic structure of narrative text and write a narrative text from first cycle and second cycle as follows:

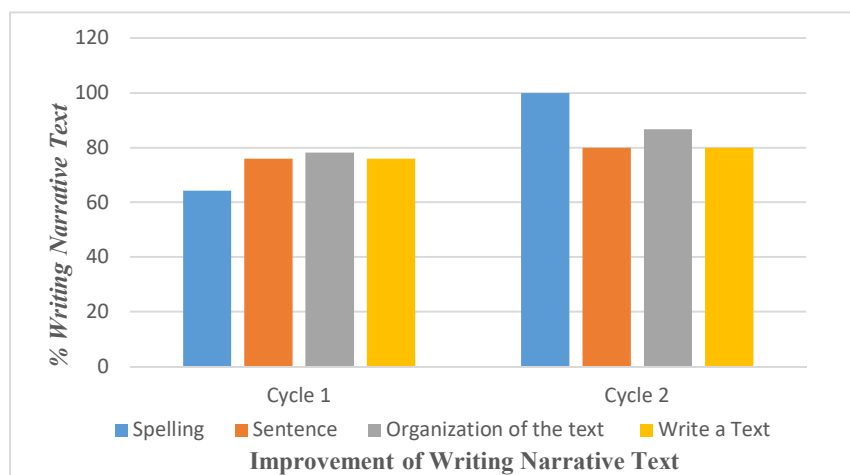


Chart 1. Improvement for Writing Narrative Text from Cycle 1 to Cycle 2

Discussion

Based on the research findings, the writer reconfirm the previous research of SSWP because this media gives positive impact to improve students writing narrative text. As Mahendra and Rosa (2014) stated, SSWP have been used to improve students' writing narrative text. SSWP help students to improve their writing, acquisition on the generic

structure and language features of narrative text.

In addition, SSWP is recommended to be used in teaching writing because the students were able to create the ideas on their writing based on the keywords exist within SSWP and also helped to encourage participation and promote students' interest.

Regarding to the discussion above, it can be concluded that Spin A Story Writing Prompt as the teaching media for learning writing solved the students' problem in writing narrative text.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings, it was found that students' writing problems namely writing sentences based on the generic structure and writing sentences based on language features at eighth grade students in Class VIII A of SMP Islamiyah Pontianak had been solved from cycle to cycle. Those problems were solved by applying SSWP as the teaching and learning writing media in some activities related to generic structure and language features of narrative text. The students' wrote sentences based on generic structure as enhanced through story map on spin a story writing prompt. The story map helped the students to write sentences based on generic structure on narrative text, beside they were also easier to get the idea in writing narrative text. The students just spun the wheel and put the sentences in story map. The students' wrote sentences based on language features was enhanced through SSWP also. For this treatment, the writer and the teacher agreed to use some activities for applying SSWP as the teaching media. Some of those activities were word of the day and random letters where every activity used past tense and past continuous tense.

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The students' wrote a narrative text was enhance through SSWP. In this treatment, the teacher and the writer agreed to use jigsaw technique.

Suggestion

The writer would like to give suggestion such as for English teacher who implement SSWP in teaching writing. The teacher should consider the students' need and interest before designing the writing materials. It is important for the teacher to make a variation of the activities and use the various media in teaching and learning process of writing because it can reduce the students' boredom and monotonous in the teaching and learning process. Teacher can act as facilitator by guiding the students and giving them chance to solve their problem and their understanding. The English teacher should often give practice how to improve the writing skill for students. The school can apply some efforts to improve the quality of students writing skill considering the problems that occur in the school, for example, provide the relevant and appropriate media to support the teaching and learning process. Further researcher can create their own SSWP in order to make the topic in others types of text, like descriptive, recount, or procedure and also apply this media with interesting technique and activities.

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